# The Application Of Hybrid Learning In The New Normal Era At Dharma Wiweka Junior High School

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## A. Introduction

Into the 21st century the world is growing rapidly, technology is developing massively. This development touches and influences various aspects of human life, from the economic, legal, transportation, to the educational aspects. The development of information and communication technology in the Industrial 4.0 era has had a great influence on the teaching and learning process. Easy access to technology has been used by teachers to improve the quality of education. Information technology can be accepted as a medium to do the education process, including helping the teaching and learning process, which also involves searching for references and sources of information.

Education has progressed currently with the presence of concepts or methods of modern learning, with a variety of approaches typical of each of these methods obviously. Some of them are cooperative learning, inquiry learning, discovery leaning, e-learning, to learning methods that combine both hybrid learning.

Indeed the learning method is essentially aimed at helping students in the process of absorbing new information or gaining new knowledge for themselves, but there is no absolute or most effective method because

each method have to have its own weaknesses. Therefore, there was a thought that each of these methods must be combined so that each method can complement each others to bring out the blended / hybrid learning method.

Since be appointed the corona virus as a non-natural disaster with the issuance of Presidential Decree (Kepres) No. 12 of 2020 concerning Determination of Non-Disaster Spread of Corona Virus Disease 2019 (Covid-19) as a National Disaster and Circular of Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education in Emergencies Corona Virus Disease (Covid-19) causes for learning to be held at home. Thus the learning process needed to always motivate student learning must be created, so that students do not tend to get bored with the learning carried out.

Uncertainties of educational institutions / schools to apply online learning processes as a main obstacle, even though the government has provided alternative solutions of assessment policies students as a condition for moving up to the next grade or graduating is determined from educational institutions during emergency situations currently. The transition to this way of learning forces various parties to follow the path that could be implemented so that the learning process can take place, and the choice is the use of technology as a medium of online learning. Learning in new normal now is actually forcing to train educators and students more to use a technology approach. So in this case the teacher or educator in the institution of education doesn't use old media and tend to be conventional.

Dharma Wiweka Junior High School is a private school in the city of Denpasar, Bali. In this new normal era, Dharma Wiweka Junior High School applies a learning system that combines online learning and conventional learning, with

observe health protocol. That learning terms is hybrid learning by implement of online learning or using the internet/ in the network (online), and not using the internet/ outside the network (offline). This paper will attempt to explain the hybrid learning strategies in the Dharma Wiweka Junior High School.

## B. Discussion

### 1. Hybrid Learning Strategy

Hybrid learning is a term of mention for a Blended / hybrid Learning strategy that narrow of meaning, where the etymology of Blended / hybrid Learning consists of two words namely Blended / hybrid and Learning. The word blend means "mixture, together to improve quality so that it gets better" or the formula of a combination of harmony or combination. While learning has a general meaning that is learning, thereby meaningful learning patterns that contain elements of mixing, or merging between one pattern with another pattern, (Chapman, 2007).

In "hybrid" classes, a significant amount of the course learning activity has been moved online, making it possible to reduce the amount of time spent in the classroom. Traditional face-to-face instruction is reduced but not eliminated (Curtin J. Bonk, 2006). From this definition we can understand that hybrid learning is a combination of online learning with face-to-face in class. Traditional face-to-face learning is reduced but not eliminated altogether. The combination of the two methods is intended to extract the best components from the combined method. Hybrid learning is designed to integrate online and face-to-face learning activities so that one another can strengthen, complement, and support

each others and does not treat online methods as duplication of classroom learning or added-on.

So that the learning process can be accomplished properly that be needed a strategy, it is entended that learning process does not come out of the planned corridors, so that the learning objectives can be achieved properly and optimally. Therefore, the strategy is very vital position in a learning process, because if the teacher can not choose or use the learning strategy appropriately then it can be that the learning objectives will actually be difficult to achieve and students will become bored in learning. The learning strategy itself has many definitions, in five areas of learning technology consisting of areas of design, development, utilization, management and assessments, learning strategies are included in the design area together with the learning system design, message design and learner characteristics. The learning strategy itself is a specification for selecting and sorting learning events or learning activities in a lesson (Seels, 2003)

The learning model and learning strategies needed to apply it differ depending on the learning situation, the nature of the material and the type of learning desired. Theories about learning strategies include learning situations, such as inductive learning, as well as components of the learning / teaching process, such as motivation and elaboration. According to the above understanding, we can conclude that the learning strategy is an attempt to sort out teaching materials / information and organize the delivery process to students. Meanwhile, according to Kemp, a learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently, in a learning strategy spelled out the sequence and learning methods to achieve certain goals. This

description provides guidance or guidance on how to design specific learning sequences, and these learning sequences can be generalized to several related delivery strategies, (Chapman, 2007).

From the definitions above we can draw the conclusion that in fact the strategy in a learning process has a very important role in achieving a learning goal, because the learning strategy is a combination of sequence of activities, ways of organizing subject matter and students, equipment and materials as well as time used in a learning process to achieve instructional goals that have been systematically determined.

According to Sumertayasa, in the new normal era the learning system in Denpasar Dharma Junior High School has used learning that combines conventional media and online media or with the term online learning (in network) and offline learning (outside the network). Learning is carried out with students first accessing the Google Classroom application and communication with teachers and homeroom teachers from their respective homes through the WhatsApp Group (Sumertayasa, interview 23 July 2020).

## 2. Online Learning Strategies/*Daring* (In Networks)

Online learning system (in the network) is a learning system without face to face directly between teachers and students but is done online using the internet network. The teacher must ensure that teaching and learning activities continue, even if students are at home. The solution, teachers are required to be able to design learning media as innovation by utilizing online media. This is in accordance with the Minister of Education and Culture of the Republic of Indonesia concerning Circular Letter Number 4 of 2020 concerning the Implementation

of Education Policy in the Emergency Spread of Corona Virus Disease (COVID-19).

The learning system is implemented through a personal computer (PC) or laptop connected to the internet network connection. Teachers can do learning together at the same time using groups on social media such as WhatsApp (WA), Telegram, Instagram, Zoom applications or other media as learning media. Thus, the teacher can ensure students take part in the learning at the same time, even in different places.

The first role of educator in organizing online learning is to develop learning content. To do this, educators, must think that the learning content will be delivered online. This assumption is crucial in developing content for online learning. Then, educators also need to determine the components of the learning content, consider and pay attention to existing learning content, and finally develop it.

The assumption that the learning content is delivered online is important in developing content for online learning. With this assumption, educators must be aware that the purpose of distance learning is to replace the face-to-face learning experience in the classroom. In addition, in contrast to face-to-face learning, facilitation of educators to their students will be centered on online software and applications. Students in this learning system are also assumed to be independent or not too dependent on the direct assistance of educators.

After paying attention to the assumptions of distance learning, educators are ready to develop their learning content. The components in learning content that need to be developed are teaching materials, assessments, and information about online classroom management. The teaching material referred to here is the learning content used by students to achieve the stated learning goals.

Figure 1
Students listening to the material through a cellphone
Source: Personal Documentation, 2020

According to Sumertayasa (interview, 23 July 2020) explained that in the new normal era online learning in Dharma Wiweka Middle School was carried out using the google classroom application, by creating group classes and in classrooms children were scheduled to receive learning material that was made innovatively by the teacher who teaches. In the process of teaching and learning, the teacher has prepared material in the form of videos that are uploaded directly on YouTube, after that the children access the links that have been given by the teaching teacher. In the video content in the form of teaching materials consist of an opening which contains greetings to students and motivation to learn, then contains the contents of the material, as well as the closing which ends with the assignment.

### 3. Offline Learning Strategy/*Luring* (Outside the Network)

Offline (outside the network) is a learning system that is not connected to the internet (offline). In this study,

students occasionally come to school with schedules that have been made and follow health protocols such as coming in an orderly manner, not crowding, wearing masks, and always washing their hands or preparing a hands-on monitor (Sumertayasa, interview 23 July 2020).



Figure 2
Application of Health Protocol
Source: Personal Documentation, 2020

After online learning is carried out, students are scheduled to come to school to take part in offline learning (outside the network). This implementation is carried out by following the steps and health protocols with the aim of accelerating the termination of the spread of Covid-19. Some teachers are tasked with checking the health of students starting from measuring body temperature, having to use masks, and providing handsanitizers and soap for washing hands. After the implementation of the health protocol has been implemented, students enter the classroom while still not crowding, then accompanied by the homeroom teacher to provide evaluation of learning and scheduled material.

## 4. Assessment System in Hybrid Learning

### a. Assessment of the Cognitive Aspects

Cognitive is a subject related to cognition, with the ultimate goal being knowledge gained through experiments, research, discoveries, and observations. The knowledge obtained must be in accordance with the facts (factual) and experience that has been done (empirical), so that the truth can be proven. Cognitive is closely related to mind, memory, reason, intellectual, ability to count, logic, exact, scientific, numerical, and academic.

The education system in Indonesia has placed cognitive as an important aspect for students. This is evident in the school curriculum that places cognitive as something that must be mastered. Parents will do anything to encourage their children to become intelligent humans, so they can excel academically. Children are required to have strong abilities in terms of logic and language / verbal.

Cognitive assessment in the new normal era at Dharma Wiweka Junior High School was carried out in the form of tests. From the material that has been submitted online will be re-evaluated in the format of students' cognitive assessment, the test is in the form of items that have been prepared by the teaching teacher. Students will carry out tests through offline, in the sense that students come to school with a health protocol and are scheduled.

### b. Assessment of the Affective Aspects

Affective has a different scope with cognitive, because it is more related to psychic, mental, and taste. In more detail, this intelligence includes attitude (enjoying, respecting), appreciation (reward, punishment), value (moral, social), and emotion (sad, happy). Formation of self-character and attitudes suitable taught since childhood. This can be done by parents at home or teachers at school.

Accompanied by the development of cognitive intelligence, children also need to be trained to develop affective. Children are not only encouraged to be smart, but also active, behave well, have good morals, and so on.

The assessment of affective aspects is carried out by looking at the daily attitudes of students, starting from their physical or psychological attitude. In this case the teacher assesses the attitude of learning such as timeliness to fill in the attendance list given before learning, timeliness in working and collecting assignments, and the attitude of students in dressing when learning through offline at school.

### c. Assessment of the Psychomotor Aspects

Psychomotor is related to actions and skills, such as running, jumping, painting, and so on. In the world of education, psychomotor is contained in subjects of practice. Psychomotor has a correlation with learning outcomes achieved through muscle and physical manipulation. Assessment of the psychomotor aspects is carried out by giving assignments that are training students' innovative skills related to learning material. This skill is implemented in online or offline learning

### C. Conclusion

Hybrid Learning is a combination of online learning with face to face in class. Traditional face-to-face learning is reduced but not eliminated altogether. The combination of the two methods is intended to extract the best components from the combined method. Hybrid learning is designed to integrate online and face-to-face learning activities. Learning in the new normal era carried out at SMP Dharma Wiweka is by online learning (in the network) and offline learning (outside the network).

Learning is carried out with students first access the Google Classroom application and communication with the teacher and homeroom teacher from their respective homes through WhatsApp Group. And carry out assessments of cognitive, affective and psychomotor aspects.

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